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ABSTRACT

This annotated listing cites newspaper articles, government publications, journal articles, and monographs dealing with education in Pakistan. Items cited were published between April and June 1980. The listing is organized by subject area. Subjects include administration, organization, and financing of education; curriculum; development of education; education goals; education planning; education reforms; elementary and secondary education; higher education; Islamic education; teaching of languages; libraries; literacy; medical education; philosophy of education; science education; sociology; teacher education; and teachers. (Author/RM)

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

Volume 14 Number 2 1980

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by: Geti Saad.

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. SIDDIQI, Hasan Ahmad. Education --- Dawn (Karachi) April 23, 1980.

In 1972, schools and colleges were nationalized as almost all these institutions were running on a commercial basis and were exploiting the teachers with all sorts of malpractices. Female teachers were in the worst condition. After nationalization, the standard of education has gone down. It has not gone down because of nationalization, but because of overcrowding in classrooms. Admissions are given without any consideration and generally there are 80 to 90 students in one classroom without proper furniture. The condition of schools and colleges should be improved and overcrowding in classrooms should be checked. There should not be more than 30 to 32 students in one class. It is proposed that the Government should levy an Education Cess of 5% on income of each and every citizen, in order to provide free education upto the university level.

CURRICULUM

2. AHMAD, Jalaluddin. Education --- Pakistan Times (Rawalpindi) May 8, 1980.

A matric student has to study no less than eight subjects. The eight prescribed subjects have eleven books. Page-wise the position of the books is as follows: Urdu 177, Urdu Composition 191, English 141, English Composition 216, Chemistry 344, Physics 363, Biology 408, Biology Workbook 77, Mathematics 385, Pakistan Studies 299 and Islamiat 116. A total of 2,717 pages. The list is not complete. There may be workbooks of physics and chemistry as well. And there will also be the guides and help-books and notes. In two years the children should go through all these books. But have the people who have set these courses ever thought that a child also wants some time to play, to rest, to do domestic chores? It is suggested that, at least, the curriculum committee should reduce the number of subjects for science students.

3. QURESHI, Sabir Husain. Nae Nisab-e-Ta'aleem Ka Mas'ala (The Problem of New Curriculum) --- Nawai Waqt (Rawalpindi) April 26, 1980 (U).

A high-powered committee was set up last year, to eliminate objectionable material from the syllabus. The urgency in this

regard was shown. Unfortunately, no practical steps were taken so far. What is more, when the publishers refused to publish new books and insisted to sell old books, the Punjab Text Board allowed them to do so with the addition of few pages as errata.

It means that the High Powered Committee have failed to bring about any change in the syllabus. Objectionable matters are still taught to the students. It shows that the decisions taken at the higher level have no value at all. In view of this, the preparation of new curricula and the elimination of objectionable materials demand immediate step by the Government.

4. SHAH, Syed Husain. Nisab-e-Ta'aleem (The Syllabus) --- Nawai Waqt (Rawalpindi) June 18, 1980 (U).

Since the establishment of Pakistan in 1947, frequent changes in syllabus has taken place. This has caused much indignation and frustration both among teachers and the parents. While preparing the syllabus, the psychology of the child is not kept in view. Then the teachers are not consulted for syllabus. This job is undertaken by our educationists, who are not in touch with the student community and the environment. If syllabus is not in conformity with the psychology of the child, it will lose its utility. Similarly the syllabus should be such, that it helps our students to adjust themselves in the society. For primary classes, in particular, the syllabus should be prepared by the teachers concerned and not by educationists. The language should be simple, the content interesting and attractive.

DEVELOPMENT OF EDUCATION

5. HUSAIN, Shahid. The Literacy Gap --- Dawn (Karachi) June 2, 1980.

United Nations figures of some five years back show that public expenditure on education in Pakistan was 5.2 per cent of total public expenditure, compared to 11.7 in Bangladesh, 12.7 in Afghanistan and 26.1 in India. If in addition, one considers the fact that the private sector's contribution to education was almost nothing because of nationalization, then the picture which emerges is very bleak indeed. What it adds up to is that, if the gap between actual performance and targets is kept in mind, then there is a serious danger that the literacy rate will not show any significant improvement in the next several years.

In order to reduce the number of illiterates in the country, the only way out is for the Government to further increase allocation, so that the ambitious targets set in the Five Year Plan could be achieved. This may quite possibly have to be at the expense of other sectors, but then if education is neglected the consequences for the country in the future will be very serious.

EDUCATION GOALS

6. ABEDI, Razi. Our Education --- Pakistan Times (Rawalpindi) June 21, 1980.

The problem is that our system of education is not at all suited to our needs and is exclusively catering to the production system of the advanced countries. We are simply providing them intellectual, academic and technical raw material to man their educational institutions, research organizations, factories and offices. Our own needs are very humble. Our education policy, on the other hand, emphasises advanced studies, big projects and sophisticated research. Our policies and projects come from foreign universities. Even at the primary and high school levels the latest developments in the advanced countries are immediately transferred to our policies, and curricula are accordingly modified.

Present day education is geared to the production machinery. We produce next to nothing and so modern education serves us little. We must take stock of the whole situation dispassionately and arrive at some conclusion.

EDUCATION PLANNING

7. BRELVI, Syed Altaf Ali. Ta'aleemi Islah-Kiyun Aur Kaisay? (Educational Reform - Why and How?) --- Jang (Rawalpindi) June 30, 1980 (U).

Serious efforts are needed to tackle different problems our education is facing in Pakistan. Every Government that came in power, set up educational commission to look into the educational affairs and submit recommendations. However, the problems are still unsolved. It is gratifying to note that some steps have been taken to introduce religious education on proper lines, and serious attention has been paid to promote technical and scientific education in the country. What is important is the fact that our education should be meaningful and purposeful.

It is a happy sign that majority of our students are keen to get technical and scientific education, and the Government is also making all possible efforts to provide necessary facilities for technical and scientific education. But, still the technical and scientific institutions are not sufficient to meet the increasing demands of the students. The number of medical colleges should also be increased. A large number of our doctors have gone abroad and as such, shortage of doctors is being seriously felt.

8. HUSAIN, Khawaja Tajammul. Pakistan Ka Ta'aleemi Mahaol (Pakistan's Educational Atmosphere) --- Nawai Waqt (Rawalpindi) May 28, 1980 (U).

Every year a fairly large number of students after completing their education look forward for the employment, and feel frustrated in the search. This is just because of the lack of any planning in education. The frequent changes of curricula and the examinations have not done any good to the students. What we need is effective planning in education. Present curricula and the system of examination need revolutionary change. Proper planning and suitable curricula will help change the present atmosphere of frustration among the students.

9. KHAN, Saifullah. Nizam-e-Ta'aleem (The System of Education) --- Jang (Rawalpindi) May 10, 1980 (U).

The main defect in the present system of education is the presence of three different systems of education at one time. We have on the one hand Madrassah education, while on the other hand, we have Western type of education. The institution of Western type of education is of two kinds: there are schools where medium of instruction is English, and there are schools where medium of instruction is Urdu. This has created the problem of identity for our nation. There is no denying the fact that English, as a medium of instruction, is not doing any good to our students.

In order to streamline the structure of education, the medium of instruction needs to be uniform. Let Urdu be introduced as a medium of instruction in every institution. So long as we continue with English, the nation will not prosper. It is also painful that we are not giving due attention towards the improvement of primary education. Whatever steps, have been taken so far for the improvement of education, do not include primary education. It is also painful to note that proper planning in education is always neglected. We spend money on education, but not fruitful results are being achieved. This is mainly due to the fact that all efforts are being taken

without any planning.

EDUCATION REFORMS

10. ZIAULLAH, Ta'aleemi Pasmandgi (Educational Backwardness) --- Nawai Waqt (Rawalpindi) June 11, 1980 (U).

In order to improve the standard of education, the following suggestions might prove of some help: 1) Material against Islam, should immediately be eliminated from the course of studies. 2) Teachers preaching other ideologies than the ideology of Islam and Pakistan should be screened out. 3) Complete ban should be imposed on all the unions of students. 4) Students, who engineer strikes, should be dealt with severe punishment. 5) Party politics among the teachers should be stopped. 6) Those teachers who fail to show 50% results, should be served notice. 7) Only those teachers should be recruited, who are fully qualified and who show interest in education. 8) The present system of examination needs complete overhauling. 9) More and more facilities and amenities should be provided to the educational institutions.

ELEMENTARY AND SECONDARY EDUCATION

11. AHMAD, Abrar. English Medium --- Pakistan Times (Rawalpindi) June 15, 1980.

The mushroom growth of English medium schools should not be overlooked by the authorities, because these schools have greatly affected the standard of education. The quality of teaching at these schools is not only unsatisfactory but also very poor. Children can neither read English well nor Urdu. The subjects are not taught intelligently. The children do not know, what they have read and written. Such schools are, in fact, not serving the cause of education. They are meant only to make money. If one person is satisfied with his children's education, it does not mean that all parents are satisfied. If going to those schools is meant to read the Holy Quran and recite Kalimas only, this purpose can be achieved free of cost by sending children to mosques.

12. AHSAN, Riaz. Ibtedai Ta'aleem (Primary Education) --- Jang (Rawalpindi) June 6, 1980 (U).

Primary education is the base for higher education. Any defect at the primary level will result in faulty higher education.

Good primary education will pave the way for sound higher education. The first and the foremost thing is to pay more attention towards the handwriting. It has been observed that the teachers do not pay proper attention to this aspect of basic education. Attention at primary level is very necessary for improving the handwriting. Otherwise it will remain bad throughout life. The present syllabus for primary level is not suitable for our children. The children at the primary level are taught more than one language and this is too much for them. It is pointed out that the national language should be used as medium of instruction. The reason is that teaching through national language is more understandable to childrenthan English. All these factors need to be considered.

13. BISMIL, Mumtaz Husain. Ibtedai Aur Sanvi Darjon Mein Ta'aleemi Islah (Educational Reforms in Primary and Secondary Classes) --- Nawai Waqt (Rawalpindi) May 3, 1980 (U).

There are two types of schools, one general schools where children of low income group are admitted, and the other English type schools where children belonging to rich are studying. All kinds of facilities are available in the second type of schools. Here the medium of instruction is English. These type of schools exist throughout the country. The number has recently increased tremendously.

If equal opportunities and facilities are not provided to all types of schools, the purpose of education will never be achieved. It is suggested the syllabus should not be changed frequently. In preparing the syllabus, the following points need to be kept in view: 1) Pakistan Ideology. 2) The age of a child, his intelligence and psychology. 3) Environment. 4) The future of a child. 5) The importance of syllabus in the future life of a child.

14. HUSAIN, Tasadduq. English Medium Schools (English Medium Schools) --- Nawai Waqt (Rawalpindi) June 4, 1980 (U).

The mushroom of English medium schools throughout the country has posed a great threat to the national language. There were only a few English medium schools at the time of independence. During one year in Rawalpindi only, not less than one hundred English medium schools were opened. In most of these schools the teachers are not qualified. They take up the job, because they do not find any other better employment. In these conditions how can one expect improvement in the standard of education? Since Government has lifted the ban on opening private primary schools, the number of such schools is greatly increasing. These institutions are registered but are not

recognized by the Government. This mushroom of so called English medium schools needs immediate attention by the Government. If they are not improved, the future of our children is likely to be doomed.

15. MIRZA, Mudassir, Primary Ta'aleem Ki Ahmiyet (Importance of Primary Education) --- Jang (Rawalpindi) April 18, 1980 (U).

The progress of a country depends on the system of education it adopts, and the primary education is the basis of the whole system of education. If primary education is not provided on correct lines, the whole education structure will fall. It is a tragedy, that only 50% children of school going age are being educated and the rest could not get education due to financial reasons.

At the moment, the number of school going children in Karachi is one million and fifty thousand. However, only five hundred thousand children could be provided with education facilities and the rest will go without education. What is more, every year the number of school going children is increasing. We should plan in such a way that no child is left with out education. In order to cope with the situation, every year at least 165 primary schools need to be opened in Karachi alone. It is unfortunate that there are only one thousand and seven hundred primary schools in Karachi, whose population now stands at seven million. If we are to eradicate illiteracy from the country, the number of primary schools has to be multiplied.

16. NOORANI, Zain. Primary Education: Facilities Poor, Standard Low --- Morning News (Karachi) June 15, 1980.

Primary education in Karachi suffers from a dual system. A total of 1104 schools are run by the Directorate of Schools, while about 537 schools are run by the Karachi Metropolitan Corporation, which has an Education Department of its own. There are also a few schools run by the Cantonment Boards and about 58 private schools which have recently been permitted to operate. The result of this is complete lack of uniformity in control and administration and confusion in the quality and standard of education. In Karachi at any given time, the number of children of school-going age is about one and half million. Out of these, on an average about 2,50,000 seek admission in primary schools in a year. Over 1,500 students fail to get admission each year. The quality and the type of education being imparted to students can very well be imagined. To add to this, in Karachi there are as many as 638 primary schools with only two teachers each (as compared to 49 such schools in 1968).

HIGHER EDUCATION

17. AFTAB, Khalid. Universities --- Pakistan Times (Rawalpindi) May 5, 1980.

The provincial education authorities are concerned about the poor record of universities in terms of higher learning in technical disciplines and research work. This realization should have come earlier. Authorities believe that the fault lies in too much occupation with teaching work, which could be transferred from universities to colleges in the case of general subjects. This argument seems to have little substance as post-graduate teaching remains an exclusive and important function of universities the world over. Traditionally our universities give attention to classwork alone, except for minimum research requirements for the degree of M.Sc. In foreign universities course work is invariably followed by research assignments, without which a postgraduate degree cannot be earned. No teacher can hope to earn promotion without showing sufficient research capability in foreign universities. The proposed transfer of teaching of subjects to colleges seems to be without merits, if the aim is qualitative improvement in the system. In all fairness, colleges cannot compete with universities in facilities. In fact, post-graduate teaching should be centered in universities alone.

18. AWAN, Zahoor Ahmad. Aala Ta'aleemi Idaron Mein Dakhlay (Admission in Higher Educational Institutions) --- Nawai Waqt (Rawalpindi) April 23, 1980 (U).

Teachers are always blamed for low standard of education. They are prepared to accept the responsibility, provided: 1) Government colleges are run on the pattern of Cadet Colleges. 2) No third divisioner is admitted in the college. 3) The student is only allowed to take up that subject, in which he has at least obtained second division. 4) Both written and oral test are made compulsory for admission, and admissions are taken on the basis of merit. 5) Those who do not obtain 75% should not be allowed to appear for the examination. 6) Three months before the examinations of Board and University, detention examination should be made compulsory. 7) No student should be allowed to challenge the expulsion. 8) Every college should have lodging and boarding facilities. 9) Every teacher should be provided residential accommodation in the campus. 10) Despite all these facilities if the results and the standard are not improved, the concerned teachers' services should be terminated.

19. KADIR, Kazi A. Teaching of Philosophy in Pakistan Universities --- The Varsities (Karachi) Vol. V(2): 21-23. March-April, 1980.

The problem of teaching philosophy in our universities is linked with three factors. 1) State of philosophy in the country,

2) the kind of academic orientation we have at present, and
3) the aims and objectives of our education in general.

It appears then that our philosophical teaching and research need fresh ideas and new orientation. Planned seminars and refresher courses in philosophy will contribute towards rebuilding new academic and professional climate in the country.

The topic has been described under the headings: 1) philosophy- a human institution; 2) intellectual suffocation; 3) logics; 4) modern logic; 5) philosophy of science; 6) philosophical orientation; 7) teaching of philosophy; and 8) strategic values.

20. TIRMIZI, Masoom Ali. Pakistani Universition Ki Digriyan (Degrees of Pakistani Universities) --- Nawai Waqt (Rawalpindi) May 18, 1980 (U).

A number of countries do not accept degrees issued by the Pakistani Universities. This is frustating for our students. The question is: why it is so? Is there any fault with our curriculum? So far as the curriculum is concerned, it is the same as in other standard universities of the world. The system of our education and the interest that our teachers show in teaching are also quite satisfactory. The basic problem seems to be the trend of using unfair means among the students.

How to eliminate this trend? The answer is that, this can only be eliminated by our students. No reprimand, warning or even severe punishment could help stop this menace. Unless students themselve come forward and pledge to combat against this menace, no improvement is possible.

21. WAZIRABADI, Qayyum. College Education --- Pakistan Times (Rawalpindi) April 28, 1980.

One of the main reasons for students' failure is that the students do not find any serious interest in their work. These students have all the power to get examinations and tests postponed or cancelled. Sadly enough, Murray College is one of those unfortunate institutions where no promotion examination has been held for the past four years. This has resulted in complications as the college is not in a position to furnish any progress report for those students who apply for scholarships or admission in foreign college. If concerete steps are taken, there is no reason why students' waywardness cannot be checked. Parents should cooperate with college authorities and visit the

college off and on to enquire about the academic record of their wards. The role of teachers is equally important. If they take interest in their work and fulfil the responsibilities, college education would surely become meaningful.

ISLAMIC EDUCATION

22. SANDRELA, Fateh M. Islamising the Educational Perspective --- Morning News (Karachi) June 20, 1980.

According to one report "The Sind Auqaf Department has sanctioned Rs. 56,000 as grant in aid for 35 Madrassahs throughout the province". The other report relating to the foundation-stone laying ceremony of a building for the Commerce Department of the University of Karachi, costing over two million rupees for the building and the equipment. This shows the sharp contrast of our attitude towards Islamic and Secular education. The manner, the method and the means of imparting instruction at the Madrassah could be improved or changed. But there is no Madrassah that does not center its instruction on the Quran and the Sunnah. Commerce education, on the other hand, may well be otherwise most highly valuable, but it can never be by any means described as "Islamic Education". If Islamization in other departments of life and society proceeds as it is planned, then we also need preferential treatment for Islamization of education.

LANGUAGES, TEACHING OF

23. BUTT, N.A. Our National Language --- Morning News (Karachi) April 18, 1980.

Urdu has been declared as the national language of Pakistan. But how unfortunate it is, that after 32 years of independence, English is still dominating in all walks of life. In most of the schools, the medium of instruction is still English. In competitive examinations, English plays an important part. The more an examinee is well versed in English, the more bright chance he has to get through the examination. It is all the more unfortunate that the number of English medium schools are on the increase. Parents feel that the standard of education is far better in English medium schools than Urdu medium. They are justified in the sense that English medium schools produce better stuff and their results are always encouraging. This is so because Urdu medium schools are being neglected. The teaching staff is not well paid. Discipline is also very poor. Since the members of the teaching staff are not well paid so they do not pay full attention to the students.

24. IQBAL Waris. Aspects of English --- The Varsities (Karachi) Vol. V (2): 4-12, March-April, 1980.

Is the teaching of English a meaningful activity and does it serve our objectives of Education? The answer is that English is not the language of the general public in Pakistan. Nor should it be taken as a yardstick for evaluating the social and cultural standards of our nation. The primary idea is to train our students in European oriented subjects, the most important of these are related to the study of Science Subjects. We may probably do well in other areas without bothering to learn English. But in areas where the study of Science is involved, we would find ourselves depending on English for numerous reasons. The present article is concerned with the aspects of English relating to vocational studies.

The topic has been described under the headings: 1) teaching of English; 2) use of English. 3) intonation; 4) written English; 5) correspondence; and 6) scientific literacy.

25. NASEEM, Hammad. Urdu and English --- Pakistan Times (Rawalpindi) May 5, 1980.

Urdu is our national language and it is regularly being taught at all schools and colleges of the country as a compulsory subject. The importance of Urdu cannot be over emphasized. It can easily be adopted in our official correspondence. However, if it is not done, it will not do any harm.

English is a compulsory subject in Pakistan. Its teachers are easily available, It is easily understood. Its books are in abundance. Even if we start teaching Urdu to our children, the upper class will never stop teaching English to their children. The result would be that, they would grab almost all business and key jobs. Urdu as a national language is necessary beyond any doubt, but at the same time the importance of English cannot be ruled out. After all what good will it do to us if we hate English or the English-speaking world?

26. RAHMAN, Chand. Pakistani Students Learning the English Language --- The Varsities, (Karachi) Vol. 5(2): 2-8. March-April, 1980.

Studying a foreign language always presents some rather special problems. The task of the student is not just to understand and remember what he reads and hears; he must learn to speak and write it. A Pakistani student learns English not as an end in itself but as a means to study other course at institutions.

The topic has been described under the headings: 1) use of English; 2) reading; 3) improvement; 4) listening; 5) observation; 6) audio-visual aids; 7) mother tongue method; 8) pronounciation; 9) spellings; 10) punctuation; 11) vocabulary; 12) grammer; 13) irregularities; 14) words; 15) proper placement; 16) use of idioms; 17) function words; 18) recitation; 19) translation; 20) thinking; 21) use of dictionary.

LIBRARIES

27. KHAN, A.U. University Libraries --- In: The PLA News-letter (Karachi) Vol: 1(6): 47-53. December, 1979.

The emphasis laid down by the Quran on learning has been mentioned. Several examples of the Arabs' love for books during early days of Islam have also been quoted. Rapid growth of collections of books led to the establishment of a large number of public, private and academic libraries. Libraries helped the Muslim Scientists to unlock the secrets of nature, and philosophers to understand the meaning of life. It is irony of fate that we, who once held books and libraries at highest esteem, now do not give any importance to them at all.

The topic has been described under the headings: 1) some problems confronting university library; 2) building; 3) book storage; 4) bibliographical control; 5) personnel; 6) finance; and 7) summary.

28. KHAN, Sadiq Ali. Iskoolon Kay Kutubkhanay Aur Natis (School Libraries and NATIS) --- The PLA Newsletter (Karachi) Vol. 1(6): 54-95. December, 1979 (U).

In the absence of national code as well as library facilities in schools, it is difficult to survey the whole problem. It is a matter of fact that the cost of maintenance of libraries is increasing day by day. Besides, there are two more important factors worth mentioning, one is information and the other is its acquisition.

The topic has been described under twenty-six headings. For example: 1) Impact of science and technology on the role of libraries; 2) sense of libraries or their meanings; 3) importance of toys as the sources of information for children; 4) difficulties in children's sources of information; 5) role of schools in children's sources of information;

6) role of selection of job in the sources of information; 7) survey of children's literature and their sources of information; 8) imported books for children; and 9) role of school libraries and librarians.

29. KHURSHID, Anis. Library Education and Training in Pakistan as Seen through NATIS --- PLA Newsletter (Karachi) Vol. 1(6): 96-108. December, 1979.

The concept of librarianship is explained. Some mention is made of UNESCO's Intergovernmental Conference on the Planning of National Documentation, Library and Archives Infrastructure, held in Paris in September 1974. Some facts and figures about National Information System (NATIS) have also been provided. The NATIS program stresses the need for mission oriented education for both the managers and users of books and information.

In Pakistan, as elsewhere, a five level library educational and training program has developed. These levels have been explained with the help of a table. There are two more tables showing the courses to be included at the graduate and master level in library science.

The conditions prevailing at present in the country, regarding library science, has been discussed. A number of suggestions have been put forward for improving the present conditions of libraries in Pakistan.

30. REAZUDDIN, Syed. Special Libraries and their Development in the Context of National Information System --- The PLA Newsletter (Karachi) Vol. 1(6): 109-119. December, 1979.

The role of printed word in the scientific and technological development has increased tremendously. It is pointed out that no library can be big enough to accommodate the massive publications printed the world over. This has, therefore, led to the new concept of establishing specialized or topical libraries.

The problems faced by the developing countries, regarding libraries and their development, have been discussed. There is also a mention of International Conference on the Planning of National Documentation, Library and Archives Infrastructures, held in Paris in 1974, by UNESCO. As per deliberations of the conference a National Information System is to be established in each country, where all library and documentation activities would be interlinked and co-ordinated.

LITERACY

31. MECKLAL, N. Literacy Gap --- Dawn (Karachi) June 10, 1980.

It is necessary to take the whole country into confidence and to make the public aware of the magnitude of the problem of illiteracy, so that every possible effort is made in search of practical solution. While we may not have financial resources, these can be borrowed. What about the technical resources, the insufficiency of teachers. Assuming 35,000,000 children to be taught, we need 1,000,000 teachers. Do we have that many? If we do not, should we not make alternative arrangements? Instead of universal education, let us aim for universal literacy. A literate person can be self-educated, thereby reducing the pressure for qualified teachers. Literacy programs by social welfare organizations must be totally tax-free.

MEDICAL EDUCATION

32. QURESHI, B.A. Medical Admission --- Pakistan Times (Rawalpindi) June 1, 1980.

As far as the admission to medical colleges is concerned, the following suggestions may be considered: 1) The intake into F.Sc. classes (Pre-Medical Group) be restricted, keeping in view the estimated intake of medical colleges. 2) The merit list for admissions to medical colleges be prepared on the basis of marks obtained in subjects related to medical studies. 3) Examination papers for related subjects be prepared centrally. 4) The present system of reservation of seats for the children of armed forces personnel be abolished and their admission be restricted to the Armed Forces Medical College. 5) There should be no reservation of seats and no nominations on any account. 6) Just as graduates qualifying from the Armed Forces Medical College are required to serve the army medical units for a specified period, those from the civil medical colleges be required to serve in rural areas for a laid-down period.

33. SAYAL, N.A. Pakistan Mein Medical Ta'aleem Ka Mustaqbil (The Future of Medical Education in Pakistan) --- Nawai Waqt (Rawalpindi) April 1, 1980 (U).

Some of the important causes that have deteriorated the standard of the medical education in Pakistan are: 1) The number of

medical colleges was increased without planning. As a result, neither full staff is available, nor the laboratories are fully equipped. 2) The second problem is the increasing number of students in medical colleges. Where the capacity in one class was for 20 students, at present there are 300 students in the same class. 3) The present policy of admission in medical colleges needs revised thinking. In this regard we must derive benefits from the experiences of Army Medical Colleges. 4) One of the problems facing our medical colleges, is the provision of experienced staff.

PHILOSOPHY OF EDUCATION.

34. KHAN, Anwar Khalil. Principles of Education as Enunciated by the Holy Prophet (Peace Be Upon Him) --- The Varsities (Karachi) Vol. 5(3): 40-43, May-June, 1980.

Today secularism is a serious threat to fundamental Muslim attitudes, and an answer to it must be found. It is in the field of education where that contrast is seen in its sharpest relief: the contrast between the Madrasa and the University. In popular Muslim consciousness the study of Quran and Hadith is considered education par excellence, and all other subjects are considered as secular. The Holy Prophet (Peace be upon him) did not subscribe to so narrow a view, in which knowledge is confined to reciting Quran and Hadith. In fact he encouraged the stimulation of human mind to explore the universe and unveil hidden puzzles of truth.

The topic has been described under the headings: 1) traditions of Islam; 2) spirit of enquiry; 3) acquire knowledge; and 4) religious teaching.

SCIENCE EDUCATION

35. AHMAD, Waheeduddin. Biology Courses. --- Pakistan Times (Rawalpindi) June 30, 1980.

The biology courses have become lengthy and difficult. This, in turn, has resulted in marked decrease in the number of students offering biology at degree level. It is in sharp contrast with the fact that every matriculate is keen to study biology at intermediate level. The loss of interest in biology beyond F.Sc. is due to another important factor; unemployment among the biology graduates. There are but a few departments

which can absorb them. It seems rather pitiable that those with Master's degree in a most advanced science of the age remain unemployed. Those employed in various scientific organizations are also not satisfied with the conditions and nature of work. Thus the future of biology in Pakistan looks rather dark and gloomy. It can only be saved if the entire curricula, right from schools up to university level, are revised, keeping in view the socio-economic conditions of the country. Our biological research should be such that it contributes to the welfare of the country.

36. ALAM, M. Anis. Science and Engineering Education in the Third World - The Case of Pakistan --- The Varsities (Karachi) Vol. V(3): 1-10. May-June, 1980.

During last two centuries, momentous changes in production practices have enabled the developed countries to multiply their national wealth many times over. Many Third World Countries have created their own technological capability by developing their systems of science and engineering education.

The writer presents a view of the evolution and prospects for relevant science and engineering education in Pakistan. The role of foreign assistance in relation to technological transfer and to science and engineering education is discussed with the help of official documents. The writer has tried to find out reasons why policies for science and engineering education in this country have failed.

37. IQBAL, Muhammad Zafar. Scientific Attitudes and Skills --- The Varsities (Karachi) Vol. V(2): 13-18. March-April, 1980.

The objectives of teaching Science emphasize the development of certain attitudes and skills in the students. So that they may not only prove themselves as good scientists but also as successful members of the society in which they live. The traditions of conventional ways of science teaching have become outdated and are seldom helpful for the development of scientific attitudes and skills in the students. There are many worthwhile attitudes and skills which can be developed during the classroom teaching of the science.

The topic has been described under the headings: 1) teaching aids; 2) scientific attitudes; 3) teaching of science; 4) class-room teaching; 5) curiosity; 6) skills; 7) evaluation; 8) behavioural outcomes; 9) experimental results; 10) findings; and 11) conclusion.

38. KAZMI, H.A. National Center of Excellence in Physical Chemistry - University of Peshawar --- The Varsities (Karachi) Vol. V (2): 24-25. March-April, 1980.

The Center has been operating with effect from 1st July, 1978. The Institute of Physical Chemistry of the University of Peshawar, established in 1970, was held in abeyance in July, 1978. The Center offers facilities of research at the Post Doctoral, PH.D and M. Phil. levels in five different areas of Physical Chemistry. Well trained and qualified staff is working in the center in the above mentioned areas of specialization. Well equipped laboratory facilities have also developed.

The topic has been described under the headings: 1) new premises; 2) return of the staff; 3) training abroad; 4) enrolment; 5) course revised; 6) participation; and 7) seminar.

SOCIOLOGY

39. AHMAD, Ijaz. Social Pattern and Education --- The Varsities (Karachi) Vol. 5(3): 44-46. May-June, 1980.

Education is a continuous process not only in terms of acquisition of knowledge, but also in terms of improvement in the process of imparting knowledge. The changes, which are taking place all around, further necessitate continuous review and invention in education. The sociological, political and ideological changes have direct bearing on the aims of education. It needs no arguments that the output of educational enterprise is more productive and contributory towards national development than any other organization.

The topic has been described under the headings: 1) demand for education; 2) a panacea; 3) man and material; 4) role of society; and 5) student-teacher relationship.

40. HUSSAIN, Syed Ahmaduddin. Role of Universities in Local Government Training --- The Varsities (Karachi) Vol. 5(3): 31-32. May-June, 1980.

Traditionally, universities have very little to do with the local government training. This is because of the fact that universities are primarily academic institutions of higher learning and are not training institutions. Universities, by and large, have no direct role to play in training local government employees. They play an indirect role in providing

suitably qualified manpower for imparting the training to run the local government institutions.

The universities should reach out to solve the problems faced by local governments in their different fields of activities. The examples of Board of Economic Enquiry and Institute of Applied Economics, which are constituent parts of Punjab, Peshawar and Karachi Universities, can be cited in this regard.

A radical change in the attitude of the local government servants towards universities in their areas is most essential. They should accept that research in the universities is a must for improving the city life.

TEACHER EDUCATION

41. SIDDIQI, Atiqur Rahman. Asateza Kay Tarbiyati Adarey (Teachers' Training Institute) --- Nawai Waqt (Rawalpindi) May 21, 1980 (U).

In our teachers' training program, more emphasis is given to theory than to practice. It is the same reason that our trained teachers seldom use principles and methods of teaching, which they have been taught during training. Following are some suggestions in this regard: 1) While selecting a teacher, both his educational and moral background should be examined. Aptitude test needs also to be taken. 2) During training, only such subjects should be selected which need practical teaching. 3) The period of teachers' training should be extended to two years. 4) Objective tests should be given more importance. 5) The conditions of hostels and teaching centers should be improved. 6) While appointing a teaching staff for Teachers' Training Centers, only higher qualifications and good moral character should be kept in view. 7) The number of staff in the Teachers' Training Centers should be increased reasonably. 8) A model school must be attached to the Training Centers, so that practical work may be carried out without any problem.

42. SIDDIQI, Atiqur Rahman. Asateza Kay Tarbiati Idaray (Teachers' Training Institutes) --- Jang (Rawalpindi) June 19, 1980 (U).

The existing training Institutes for teachers need reorganization in order to provide effective education. The following practical steps need to be taken to improve teacher education: 1) A separate administrative body should be constituted for the training institutes of teachers. 2) While appointing teachers for the training institutes, high standard of education should be kept in view. The character of teachers must be flawless. 3) The syllabus for the training of teachers should have Islamic lines, so that after getting trained, the teachers could infuse Islamic spirit among the students. 4) The present period

of training should be extended for providing necessary training in teaching.

TEACHERS

43. AKBAR, Hammad. Teachers' Role --- Pakistan Times (Rawalpindi) June 9, 1980.

With all the'guides', 'keys' and guess-papers available in the market, and with all the examination malpractices, the pass percentage in any examination is very low. An average college students today cannot even write an application for leave. The reasons, which the teachers generally give for the falling educational standards is that parents do not keep a watch on them. It is the duty of college authorities to keep the parents informed of the progress of a student. If a teacher has the knack for imparting knowledge and perform his duties sincerely, he is sure to attract attention. Teaching is a noble profession but work with a missionary zeal is a pre-requisite. Failing that it becomes an ordinary business of give and take.

44. ALI, Safdar. College Education --- Pakistan Times (Rawalpindi) June 8, 1980.

The teachers themselves are to blame for the behaviourof students towards them. Most of the lecturers have no experience of teaching. They have no mastery over the subject they teach. Mastery of the subject, which a teacher teachers, is a must if he wants to command the respect of the students. Moreover, the pupils must also be given due respect which they deserve. Otherwise, a teacher cannot get any respect from the taught. Another complaint that is often heard is about the parents' lack of interest in the behavior and educational capabilities of their wards. Majority of the students' parents are illiterate and they even hesitate to come to college. They think it enough to meet the expences of their wards. The crux of the whole problem is that teachers neglect their duties, thereby hamper the education of the students. If they realise their responsibilities towards the profession, the standard of education would definitely improve.

45. AWAN, Zahoor Ahmad. Ta'aleemi Inhetaat (Deterioration in Education) --- Nawai Waqt (Rawalpindi) April 16, 1980 (U).

There can be no two opinions, that the standard of education has deteriorated considerably. Every government that came to power,

tried its best to bring about changes. But so far no tangible results have been achieved. There are four basic elements in the process of education: the student, the teacher, the administration and the society. The goal of standard education can be achieved, if all the four elements work in cooperation and with one aim.

The teacher, however, has the most important role to play. It is the teacher who makes or mar the educational standard. If the teacher is not devoted to his duty, the standard of education has to decline. What is more, if a teacher is not paid handsomely, he will be forced to go round for private tuitions. The revision of the scale of salary of the teachers is very necessary. This will encourage them to pay more attention towards their students.

46. BABAR, Zaheer Ahmad. Lecturers Only --- Pakistan Times (Rawalpindi) April 13, 1980.

All professions in Pakistan guarantee the honor of their incumbents except the teaching profession. Promotions and privileges are decided on the basis of professional competence and nothing else. It is different in the Education Department. Here a third divisioner in English is recruited with the condition that he would improve his division within a specified number of years, failing which his services are threatened to be terminated automatically. This grace period expires, but nothing like termination takes place. One must not attribute this 'delay' to the department's generosity. Actually, the authorities do not afford their termination. Now a different behavior starts: the salary of a third-divisioner lecturer is stopped and allowed with nerve-racking intervals. The fear of dismissal from service keeps hanging. Ten or even sixteen years of satisfactory service in these precarious conditions do not improve his image in the eyes of his department. The defect lies not so much with the third division itself, as with the Department.

47. GILL, W.B. College Education --- Pakistan Times (Rawalpindi) June 23, 1980.

There is no doubt that it is the teachers alone who have to stand in the dock and face charges for a steep decline in academic standards. Some might ascribe the present mess to haphazardly planned syllabi, cumbersome system of examination, negligent parents and disinterested students; but the fact remains that the importance of the role of teachers can hardly be over-emphasized. Conducting and supervising examinations is, no doubt, the job of the teachers, but it is disquieting to know

that some of them have turned into professional superintendents of examinations and resident inspectors. As a result they stay away from their classes for weeks. In certain colleges, 90 per cent of teachers apply for examination duties, not at all realising who will be left behind at the campus. Again, it is common knowledge that some of them are responsible for malpractices inside examination halls. Another bane of the system is too much indulgence in trade unionism. Our teachers must have the moral courage to plead guilty and start anew with the zeal and dedication of a missionary.

48. HAQ, Moinul. College Education --- Pakistan Times (Rawalpindi) May 15, 1980.

The role of teacher in the mental development of the student cannot be doubted. If the students have become disinterested in studies, the fault lies, to a large extent with today's teacher. An average teacher is today more interested in his career than in his duties. He lacks application and devotion to duty. A good teacher, however, always keeps the welfare of the student dear to him. College lecturers are now placed in Grade 17, and have prospects of promotion to Grade 18. They should feel contented and devote more time and energy to the development of students' mental capabilities. Teachers are the elite of the society and they should genuinely endeavor to rise above society. Their example of missionary zeal is likely to be followed in other professions.

49. MALIK, Mohammad Nawaz. Principal as a Professional Leader --- The Varsities, (Karachi) Vol. 5(3): 35-39. May-June, 1980.

Although a principal is one cog in the bureaucratic system, yet he is in a position to act independently and creatively as a leader. We know that no two principals have the same style, nor the staff members have the same response to the leadership's actions. But a principal must recognize that he can control the teachers to his administrative and supervisory capacity. His attitude towards the staff and the students, go a long way in determining the annual results and the distinctive character qualities of the students.

The topic has been described under the headings: 1) leadership behavior; 2) democratic leader; 3) human relationship; 4) necessity for change; 5) director of instructions; 6) academic competence; 7) enthusiasm and ideas; 8) creativity; 9) pre-planning; 10) experimentation; 11) accessibility; 12) community relations; and 13) conclusion.

50. WAZIRABADI, Qayyum. College Education --- Pakistan Times (Rawalpindi) May 29, 1980.

The standard of college education has not deteriorated because of teachers. Most of the teachers are diligent and devoted. They work under the most unfavorable circumstances on campuses. They are confronted with unruly students, swoller classes, college politics and parents' apathy. Despite heavy odds, the teachers are doing their best to groom and educate the budding generation. What agitates the teachers, mind is the parents' lack of interest in education. How many of the parents ever visit colleges to enquire about the academic progress of their wards? The role of today's parents is highly deplorable. Either they are entangled in the rat-race for money or they are callous towards the upbringing and education of their children.

TEACHING METHOD AND MEDIA

51. ABEDI, Razi. Hamaray Ta'aleemi Masa'il (Our Educational Problems) --- Nawai Waqt (Rawalpindi) June 26, 1980 (U).

The most unfortunate aspect of our educational planning is the fact that English still holds important place in our daily life. It is because of English, that a great number of students fail every year in different examinations. To learn a foreign language is good, but first we should learn our mother tongue. One can express truly only in his own language. Spread of literacy needs education in national language.

It is suggested that the change in the medium of instruction from English to Urdu, should not be undertaken hastily. We should start it in stages and should begin with the primary level. We should take appropriate steps to develop and promote our national language by introducing it in offices and in competitive examinations. We should plan in such a way that Urdu takes the place of English as early as possible.

52. AHMAD, Abrar. Urdu and English --- Pakistan Times (Rawalpindi) April 25, 1980.

The champions of Urdu are demanding total switch-over to Urdu, while the supporters of English are insisting on retaining this language because of several reasons. There is no doubt that English has got an ascendency over Urdu in all respects, being an international language. This is not correct to say that Pakistan has made no great achievement in science and technology

because of English. Hundreds of Pakistani scientists and engineers are successfully working as heads of departments and professors in various universities of America, Canada and many other foreign countries of the world and using English as the medium of instruction. It will be suicidal to switch over to Urdu in haste.

53. AKHTAR, M.Z. Angrezi Kiun? (Why English?) --- Jang (Rawalpindi) April 11, 1980 (U).

Efforts made in the past, to make Urdu the medium of instruction have not been successful. This is so because, beaucracy does not want English to be replaced by Urdu. English is enjoying the same status today, as it was enjoying under colonial rule. No government in the country made any sincere effort to introduce Urdu as the medium of instruction in educational institutions. So long as Urdu is not declared as the official language of Pakistan, the medium of instruction will not be changed. What is, therefore, necessary is to introduce Urdu as the official language first, If English is to be retained, it may be retained as the second or optional language. All the textbooks of science and technology need to be translated into Urdu. Much work has already been done, but much more is still required to be done in right earnest.

54. CHAUDHRY, Haji Mohammad. Good Teaching - A Perspective --- The Varsities (Karachi) Vol. V(3): 11-16. May-June, 1980.

The basic purpose of a university is to enable our youth to contribute to the maintenance and improvement of our society. Another purpose is to aid them in discovering and developing their individual capacities for self realization.

The university can accomplish these purposes by providing, in the class room and laboratories, direct contact between the minds of teachers and students. It is the teacher alone who can transform our traditions into guides for behavior, and strike the magic spark of individual interest.

The topic has been described under the headings: 1) importance of teaching; 2) effective education; 3) wrong approach; 4) quality of teaching; 5) upgrade teaching; 6) status of teacher; 7) specific proposal; 8) rewarding excellence; 9) students judgement; 10) evaluation of teacher; 11) combined judgement; 12) selection; and 13) dignity of profession.

55. IQBAL, Mohammad Zafar. Play-Way Method of Teaching --- The Varsities (Karachi) Vol. V(3): 17-27. May-June, 1980.

In this age, learning theories play a pivotal role in the school activities. Learning theories emphasize upon the creation of interest in the teaching learning process. The appropriate use of audio visual aids and instructional materials emphasizes the same purpose. The best channel for creating interest in the students is the wide use of play-way method in teaching. The play-way method is recommended in primary grades in particular and in other grades in general.

The topic has been described under the headings: 1) significance; 2) play spirit and teaching; 3) educational games; 4) dual function; 5) planning; 6) games of Chemistry; 7) the board; 8) the dice; 9) dice throwing; 10) covering the board; 11) ladders and snakes; 12) the marbles; 13) rules and making procedure; 14) playing; 15) team teaching; and 16) cards.

56. MIRZA, Mudassir. Angrezi Zaria-e-Ta'aleem (English as Medium of Instruction) --- Jang (Rawalpindi) April 25, 1980 (U).

We have been clamouring for Urdu to be the medium of instruction in our educational institutions. It is unfortunate, that even after 32 years of independence, we have not been able to do so. Still English occupies dominant place in our society. Majority of people go for English medium schools for their children. Mainly because their children can not compete with the children of English medium schools in competitive examinations which are still being conducted in English. Interviews are also taken in English. In short one cannot move an inch without the help of English.

Although some efforts are being taken to impart education through the medium of Urdu in primary schools, but it is a difficult job and needs revolutionary steps. Otherwise it is not possible to replace English as medium of instruction.

57. SANI, Shamsa. Urdu and English --- Pakistan Times (Rawalpindi) April 19, 1980.

It is irrelevant to compare Urdu with Chinese, Japanese or any other language. Urdu at the present stage cannot replace English. We are concerned here with the individual and exclusive capacity of the Urdu language as such, and we must never forget that stagnation or growth of a language depends on the

people who use it. It matters little that a dictionary of scientific terms has been published and many books on science have been compiled in Urdu. We need much more. The medium of instruction from English to Urdu cannot be changed in haste. This needs great efforts and patience. If English is replaced by Urdu in haste, the result would be disastrous.

58. SARFARAZ, Taiyeba. Urdu Zaria-e-Ta'aleem (Urdu Medium of Instruction) --- Jang (Rawalpindi) June 21, 1980 (U).

When it has been decided to adopt Urdu as the medium of instruction, why then English is retained as the medium of instruction? Those who are insisting on the retention of English are not doing any service to the nation. The argument that Urdu is still not developed enough for imparting higher education is not logical. Urdu is fully capable to be used as medium of instruction for higher education. It is suggested that a bureau of translation is needed to be set up under the supervision of the Federal Government for translation of technical and medical terms. Scholars fully conversant with English, Urdu, Arabic, Persian, Greek and Latin languages are to associate with the Bureau. The bureau will not only make the work easy but will also enrich the language. Sooner the steps are taken in this regard, the better it will be for the whole nation. This will also eliminate the confusion in respect of the medium of instruction.

TECHNICAL EDUCATION

59. ABRO, A.A. Training of Engineers and Technicians in Pakistan --- The Varsities (Karachi) Vol. V(2): 19-20. March-April, 1980.

Government employment is in great demand for reasons which include status and security. Furthermore, promotion tends to take little account of subsequent practical experience. Thus students on engineering courses often do not take practical work seriously. They think that when they will reach a position of authority, then this work can be delegated to the more junior staff.

Young people have very little chance to work on and become familiar with mechanical and electrical equipment. Therefore, when designing laboratory courses, the aim should be that every student spends maximum time directly working on the laboratory equipment.

The topic has been described under the headings: 1) practical work; 2) lack of background; 3) manpower requirement; 4) over-production; 5) trained staff; 6) post-graduate course; and 7) conclusion.

TEXTBOOKS

60. Education and Textbooks --- Dawn (Karachi) April 16, 1980.

Even a fortnight after the new academic session has commenced, school textbooks are either in short supply or not available at all. It is indeed unfortunate that the education authorities concerned with the publication of textbooks are not in a position to draw up a schedule and meet the deadline to have books available in time for new school year. The need to look into the working of the authorities responsible for textbooks has never been greater. No serious effort has so far been made to adopt a scientific approach to the production of textbooks. Their poverty of content, sub-standard diction and poor quality of printing testify to that. The failure of the Textbook Board to commission writers of high caliber is also surprising. With improved planning and effective utilization of resources, quality text-books can be produced here. There is an urgent need to organise book clubs and textbook libraries in each and every school which should loan out textbooks for the academic year at a nominal fee to the needy students.

61. IJAZI, Mahmood, Darsi Kutub Ki Nayabi (The Scarcity of Text-books) --- Jang (Rawalpindi) May 30, 1980 (U).

The academic session in Sind started more than a month back. However, the text-books are not available in the market as yet. Both the students and the teachers are facing problem. The teachers are justified in complaining that teaching is not possible without textbooks. At present, there are four text-book Boards in the country responsible for the printing of text-books up to the intermediate level. Following are some of the suggestions to streamline the printing of text-books: 1) No publishers should be allotted more than five books. 2) Only those publishers should be alloteed books who have the capacity to sell them. 3) Only such publishers should be contacted who can print all the required number of books in time. 4) All the manuscripts, after proof reading, should be made available to the publishers on time and a dateline should be given to them for printing. 5) The working of the Sind Text-Books Board should be improved. 6) No publisher should be forced to purchase the paper from the Board. 7) The present method for the sale of text-books should be revised. 8) A high-powered commission should be established to look into the affairs of the Board.

WOMEN'S EDUCATION

62. AHMAD, Syed Enam. Women's Education --- Dawn (Karachi) April 13, 1980.

Statistics on education in Pakistan depicts that the rate of literacy for females (11 per cent) is low compared to that for males (36 per cent). We cannot afford to avoid this issue any longer. In fact, this is high time we rationalized our thinking on the matter of education of women. Besides, improving the rate of literacy, equilizing the levels of education of men and women should be a cardinal objective of our education policy. Females, who constitute about 50% of the population, should be educated and trained in all walks of life for the purpose of making them effective in the task of national development.

It is a matter of great concern that majority of our women are illiterate particularly in rural areas. Not only that, the facilities to impart education to them are almost nil. They are even not encouraged to acquire basic knowledge of reading and writing.

63. AKBAR, Mohammad. Women's Education --- Dawn (Karachi) April 17, 1980.

Women constitute about half the adult population of Pakistan. They must take active part in the uplift of the nation. If women are properly educated, they can help eradicate a number of social evils. But first, due to certain inhibitions and handicaps, most women fail to receive higher education. Secondly, education does not always enlighten their mind or broaden their outlook on life owing to their limited social activity and movement. Women should not only be imparted education, they should be provided ample opportunity for higher education too. Although women of urban area are receiving higher education but the condition of rural area is most deplorable. Not only that women of rural area are illiterate, they are also not being encouraged to receive primary education. The ratio of women education in rural area is negligible. Let the centers of adult education both fof men and women in villages be opened in large number. Only this way the ratio of literacy could be increased.

64. ALI, Altaf. Women Education --- Dawn (Karachi) April 1, 1980.

It is estimated that in Pakistan 36 per cent of males, but only 11 per cent of females are literate. In the 5-9 age group, 75

per cent of boys and 33 per cent of girls are enrolled in primary schools. Whereas 40 per cent of the boys who enrol complete their primary education, only 15 per cent of the girls do so. But taking a more enlightened view, one cannot deny the importance of female education as a factor in socio-economic progress as in family welfare. Since women constitute nearly half the population, leaving them illiterate has far-reaching and adverse effects on the economy and social advancement of a country.

Now that the importance of female education is being increasingly recognized in Pakistan, it is hoped that the Government will seek to identify the problems in this area and take tangible steps for solving them.

65. HUSAIN, Irfan. Education of Women --- Dawn (Karachi) April 12, 1980.

A realistic approach to women's education in Pakistan calls for a clearer recognition of the fact that the problems of the rural women and the urban poor are quite distinct from the problems faced by the women from the more privileged classes. Hence to evolve a strategy which is largely urban-oriented is not going to help the cause of female education. In the rural and less-developed urban areas, the strategy should be a two-pronged one, seeking to change traditional attitudes towards women education and providing them greater access to primary education.

The problem of education of women at the higher level are of a different kind. Many scientific and technical disciplines, such as engineering and architecture have now been thrown open to them. Yet, many of them keep away from the technical courses because of the forces of tradition. Lack of job opportunities also works against women entering such fields. A more concerted move is needed to provide women with vocational training at the middle level, especially in the technical skills imparted at the polytechnics.

66. ZAMIR, Anila. Women's University --- Pakistan Times (Rawalpindi) May 24, 1980.

Sometime ago the opening of a women's university at Lahore was announced. Still no steps have been taken in this direction. Ours is an Islamic Republic whose laws and society are now being islamized. Complete segregation of the sexes may or may not be advisable, but deliberate mixing of the young in their teens or early twenties is also not desirable.

Our parents and elders would never allow us to pursue our studies

at the cost of Islamic values. It is, therefore requested that the Government should open a full-fledged women's university at Lahore. M.A. classes in important subjects like History, Education and Urdu should begin immediately, and the scope may be enlarged with the next academic session.

GENERAL

67. ALI, Ihsan. Coaching Centers --- Morning News (Karachi) April 27, 1980.

The institutions of coaching center is one that has recently become a target for criticism. Those who run these centers claim they serve a useful purpose. Some educationists advocate their closure. The pressures and deficiencies of the education system certainly leave room for complementary organizations. Besides, there is no compulsion to enrol at these centers. Those who attend to do so by choice, and one assumes that they are getting something worthwhile. But there is sometimes a kind of oblique pressure to enrol. The case for this assumption is strengthened when there are links between school authorities and those at coaching centers. Yet it is natural that those who teach at schools should choose to supplement their earning by teaching at local centers. Its existence just goes to reinforce the point that any institution is just as good or bad as the people in it.

68. DATTO, Olive. The Standard of Education --- Dawn (Karachi) April 7, 1980.

Whenever one talks of education imparted by our institutions, the most frequently heard remark is "the standard has deteriorated" School principals and administrators lament the shortage of good teachers, parents complain the admissions in schools are getting more difficult each year. The main factor contributing to this general air of dissatisfaction is the paucity of well-run schools, which limit the number of children per class to maintain a better standard. Again there is a shortage of trained staff.

The teacher is expected to complete the prescribed course for the year, so he also resorts to the cramming method which is then kept going for the rest of the child's scholastic years, making it almost impossible to break the pattern. Since cramming means "to fill beyond capacity", it can be easily seen as the root cause of our present low standards. Cramming dulls the intellect and turns into a laborious process what might have been an exciting voyage of discovery.

69. FAIZ, Javaid. Education System --- Pakistan Times (Rawalpindi) April 2, 1980.

The education system, we have, is a product of experiments conducted over decades. Unfortunately, we have not tried to be self-reliant in this field as in others. The shift from one imported educational system to another has failed to fulfil our peculiar requirements. The students also come to the classes just to be marked present and to fulfil the formality of attending a required number of lectures.

The rules applicable to civil administration cannot be applied to the creative field of educational administration. It serves no purpose to keep the teachers busy like other civil servants. The duty of a teacher is to gain knowledge and pass it on to his students. It can be ascertained whether a teacher is regular or not, in general, but to keep him fettered for a certain specified hours can produce no good results. The policy in this respect should essentially be liberal and flexible. Every educational institution must have its autonomy which should be shared by the heads of various departments.

70. KHAN, Ashfaq Ali. Ta'aleem Ka Zawal (Decline of Education) --- Nawai Waqt (Rawalpindi) May 15, 1980 (U).

The paucity of qualified teachers in our educational institutions is a big problem. Still bigger problem is the tendency of our qualified teachers to go abroad for employment. According to statistics, more than a thousand qualified teachers of different branches of knowledge from all over the country have already left and many more are about to leave. It is a most serious problem.

At the moment, Pakistan needs development in many departments. This can be achieved only through meaningful and purposeful education. The ratio of literacy is not increasing, at a rate which could indicate real progress. We need a great number of qualified teachers. Those qualified teachers who intend to go abroad, can be stopped by provision of better salary and other benefits.

71. KHAN, Shafi. Semester System --- Dawn (Karachi) April 25, 1980.

There are frequent changes in the field of education. The high school course was once converted to eleven years, then again to ten years. The B.A. course was extended to three years, then again to two years; the LL.B. course to three years, then again

to two years. M.Com. was once dropped in favour of M.B.A. then re-introduced. Pass marks were changed to 60% for M.A. and M.Sc. then converted to 33% and then again to 60%. 25% of the marks for B.A. and B.Sc. were allotted on the basis of 'home works and class tests then the system was abolished. There have been innumerable changes in our curriculum. A great many people have been commissioned for writing books but their standard perhaps never improved. It has always been seen that a big boss whenever has nothing to do, he stands fiddling with education. It is suggested that it may be entrusted to someone who knows his job well and can follow a consistent policy.

72. RANA, Faqir Mohammad. Asateza Aur Meyaar-e-Ta'aleem (Teachers and the Standard of Education) --- Jang (Rawalpindi) April 12, 1980 (U).

What is urgently required is the fact that all institutions at the secondary level should be fully equipped with audio-visual aids. This facilitates the teaching and we should not ignore it. For teaching in primary classes we appoint young people, whereas we need experienced people for the job. A young person of 18 years will not be able to teach the children successfully. Qualified and experienced persons are not attracted to this profession because of low salary. If we have to raise the standard of education attractive salaries are must. Since our teachers are not well paid, they take little interest in their profession.

EXAMINATIONS (Special Section)

73. AFTAB, Khalid. Semester System --- Pakistan Times (Rawalpindi) April 26, 1980.

This system was introduced to improve upon the then existing system. Successful working of the system required three essentials. 1) fulfilment of material needs, including finance; 2) good academic atmosphere; and 3) smooth administration in the shape of unqualified support to the working departments. While finance remains a constraint on all development projects, the purse strings were tightened a bit too hard in this case. Books, periodicals and other materials, like photocopier, have been reluctantly made available. The efforts of students and teachers have over-come these limitations to some extent. The real obstacle, however, remains, and that is the student pressure groups. In a situation like this, great responsibility lies on academic authorities to sustain the

unjustified demands. They failed in their job. Nothwithstanding other problems, the central issue would be the decision by the authorities whether they have the will to implement this scheme in true spirit. The system in its true form has many merits.

74. AHMAD, Manzoor. Semester Sistem Nakam Kiyun Hua? (Why Semester System Failed?) ---Akhbar-e-Khawateen (Karachi) June 1-7, 1980 (U).

The semester system has achieved a great deal of success in the United States of America. However, it could not function successfully in Pakistan. The reasons for the failure are lack of proper facilities and unbalanced ratio between the student and the teacher. But the most important reason for the failure is the fact that this system was introduced without proper planning. In order to assess its workability, we should have introduced this system stage by stage. The system could function successfully, if introduced properly and with necessary ingredients and sincerity on the part of teachers and students.

75. ASIF, Qazi Mohammad. Ta'aleemi Maidan Mein Nai Aqdamaat (New Steps in Educational Field) --- Nawai Waqt (Rawalpindi) June 18, 1980 (U).

According to the policy adopted by the Government, teachers who do not show better results, will not only be transferred by way of punishment, but their increments will also be stopped. This policy has taken a practical shape. It is feared that this policy will not show positive results. The main problem is the defective examination system which encourages cheating and use of unfair means. Suggestion has been made that it is better to do away with the secondry examinations. If this is not possible, then strong steps should be taken to overhaul the whole examination system. There is no doubt that the present system of examination needs revolutionary change. The situation cannot be improved with the transfer of a teacher or with the stoppage of his increment by way of punishment.

76. AYUB, Qamar. The Semester System --- Dawn (Karachi) April 6, 1980.

The semester system is, of course, more effective than the annual system of examination. Many a thing, however, needs to be put to play for its greater efficiency. First, there should be an appropriate ratio of students and teacher. In many European and American universities this ratio is 25:4. If for a larger number of students, say 200, there is just one teacher, this will create

immense problems for the students. This number is too large for a teacher who is already engaged in preparing and delivering his lectures, setting question papers and assignment tutorials. Secondly, the semester system will flourish only if there is a good relationship between students and the teachers. In nearly all the universities, this relationship is tense. Lastly, shortage of books and inadequate laboratory facilities make the system greatly ineffective. If there is no effective and intime supply of books, notes and relevant materials, they will not be able to keep pace with the requirements properly. It is hoped that the University Grants Commission and the concerned Federal Ministry will consider this in the greater interest of students.

77. AZAM, Nikhat. Semester Sistem (Semester System) --- Jang (Rawalpindi) May 27, 1980 (U).

The semester system has proved highly successful in Western courtries. The advantages of this system are many, provided it is executed properly. In many universities of this country, this system was introduced, but very soon criticism started against the system. In order to make the system successful and workable, honest efforts should have been taken by our teachers and administration. The number of teacher is very small as against the number of students. Where there should have been three teachers, there is only one teacher. As a result, individual attention is not possible. Books are not available in the library. Favoritism is also shown in the examination. However, in this system, students become regular in their studies. If they fail to attend any class or are not regular, they will not be able to pass the examinations. This system, in fact, has created a sense of responsibility among the students. If the teachers and the administration are honest, the system will produce better results. Therefore this system should not be discontinued.

78. FARID, Razia. Semester Sistem (Semester system) --- Akhbar-e-Khawateen (Karachi) June 1-7, 1980 (U).

Semester system introduced in Karachi University in 1973, is now being replaced. When it was introduced, both the students and the teachers welcomed it wholeheartedly. It was hoped, that this system would improve the standard of education. Under the old examination system, most of the students had developed the tendency to use unfair means and memorise the lessons.

It is, however, unfortunate that only after one year of the introduction of the semester system, criticism against the system started appearing in the newspapers. It is a fact that

adequate facilities necessary for the success of the semester system were not provided by the administration. Neither the number of teachers was enough, nor the availability of books sufficient and this made the system unworkable.

79. HUSAIN, Basharat. Imtehan Mein Nakami Kay Asbab (Causes of Failure in Examination) --- Jang (Rawalpindi) April 8, 1980 (U).

With the passage of time, the standard of education is deteriorating instead of improving. Every year, the percentage of failure is multiplying. Very few students seem to be serious with their studies. Majority of the students use unfair means in examinations. Invigilators in the examination hall are helpless. They are threatened, if they do not allow cheating from the books. Then most of our teachers are not serious in their profession. They do not complete the course during the academic year. However, the questions are asked from the whole syllabus. This annoys the students and they start boycotting the examination. So long as discipline is not restored in educational institutions and our teachers are not regular in their duties, the standard of education will continue to deteriorate.

80. HUSAINI, Syed Hammadullah. Semester System --- Pakistan Times (Rawalpindi) April 18, 1980.

A lot has been said and written about the merits and demerits of semester system. The merits, however, are manifold. First, the concept that the semester system and the comprehensive system are diametrically opposed is wrong. The only difference is in the method of grading and evaluation. In the annual system the odds are all loaded against the students. All his endeavor is checked by the examiner in just 10 to 20 minutes. In the semester system, on the other hand, the student is continuously evaluated throughout the session, and is given a fair chance of improving within the session. Secondly, the student has to work much harder in the semester system. The falling standards of education has nothing to do with the semester system. The blame solely lies with the teachers. This system has exposed the incompetent and they are bound to oppose it.

81. IMAM, Sarwar. H.S.C. Exams. --- Dawn (Karachi) May 29, 1980.

As reported in the press, plans are afoot to hold the forthcoming intermediate examinations of Karachi Board in the same college in which a student studies. The above scheme has the following serious drawbacks: 1) Influential students may influence the invigilators and may obtain undue advantage during

the examination. 2) Personal relations between the staff and their students will definitely come in the way of impartial and strict invigilation. 3) Teachers who provide tuitions to some students of their college may find this opportunity tempting to help them covertly during the examination. In a nutshell, the above arrangement will be a boon for bad students but it would spell disaster for those who have worked hard throughout the year. If put into effect, this arrangement will adversely affect the concept of evaluating a student's academic achievement through examination.

82. KHAN, Azmatullah. Imtehanaat Mein Naqal Karnay Ka Rujhaan (The Trend to Use Unfair Means in Examinations) --- Jang (Rawalpindi) May 25, 1980 (U).

Use of unfair means in examinations is increasing day by day. The story does not end here. Even the production of fake certificates has increased.

It has come to notice that the Karachi Higher Secondary Examination Board is re-considering the introduction of objective test in place of subjective test. This change is not going to help. The experiment has already been done, but it did not improve the standard of education. Following are some suggestions which, if adopted, will help improve the standard of education: 1) Subjective test should continue, but the duration should not be more than one hour. During this period of test, no student should be allowed to go out of the examination hall. 2) The system of interview should be introduced. This will help the examiner to evaluate the intelligence and merit of the student. 3) The subjective test and viva voce should be made compulsory. 4) The system of awarding grace marks should be discontinued immediately.

83. KHAN, Mohammad Nawaz. Primary Aur Middle Standard Imtehanaat (Primary and Middle Standard Examinations) --- Nawai Waqt (Rawalpindi) April 2, 1980 (U).

Suggestions are provided how the examinations of primary and Middle Standard should be conducted: 1) The question papers for the primary and middle standard (class V and VI) should be the same for all candidates. 2) These examinations should be made compulsory from 1981. 3) The Federal Education Department should be made responsible for holding these examinations. 4) Examinations for both the primary and middle standard should be held on the same day. If the above suggestions are implemented, it can be hoped that many problems and difficulties would be removed.

It is suggested that attention should be paid to the primary education. At present very little attention is being paid to the primary education. The students who are promoted to the higher class often fail in the examinations. This is so, because their base is not strong. It is heartening, that due importance has been given to the primary education under new education policy.

84. LODHI, Tanveer Ahmad, and KHAN, Saeed Ahmad. Semester System in Higher Education --- The Varsities (Karachi) Vol. 5(3): 28-30. May-June, 1980.

The Semester System, originated in the U.S.A., was intended to be a corrective replacement for the traditional system. A remarkable degree of improvement was achieved in those universities of the West and U.S.A. where all the requirements for semester system's success were available.

Some years back, an abrupt decision was taken by the Pakistan Government to change over to the semester system in all degree level institutions. But the system has not been able to produce the expected results. Introduction of semester system should have been accompanied by a research unit. This research unit would have guided the universities to adjust the system in terms of our needs and requirements.

The topic has been described under the heading: 1) objectives of semester system; 2) success of the system; 3) facilities; 4) introduction of semester; and 5) suggestions.

85. MAHMOOD, Zahid. System of Examination --- The Varsities (Karachi) Vol. 5(3): 33-34. May-June 1980.

During the British rule, we discarded the old madrassah system and in place imported, then, a new system. This system is still continuing without break and change. However, at university level one significant change was observed most recently - introduction of semester system. The writer presents a sketch of old system of examination and new suggestions in this direction. Malpractices of the examination system are shown. It is pointed out that in this fast moving world, we conduct an examination for full two months. Then we take another two to three months to declare its result, which is again full of mistakes and injustices.

It is suggested that upto B.A./B.Sc./B.Com. level, we should switch over to objective and multiple choice system question. Secondly the examination must be conducted periodically.

86. MALIK, Zafar Mahmood. Semester Sistem (Semester System) --- Nawai Waqt (Rawalpindi) May 14, 1980 (U).

No education system is perfect in the world. There are merits and demerits in each system. The system of education in Pakistan has also merits and demerits. Efforts are afoot to improve the system. One of the efforts to improve the system was the introduction of the semester system in some universities. In the semester system, those students who mostly depended on the use of unfair means or guess papers, had to change their behavior.

It is unfortunate, that the semester system has not been introduced in all the universities and colleges of the country. If this system is introduced at the college level also, remarkable improvement is expected. The standard would improve; the students would pay more and more attention to their studies and the ratio of successful students would rise.

87. MARUF, Mohammad. Semester System --- Pakistan Times (Rawalpindi) April 3, 1980.

As regard the two systems of education and examination - the new semester system and the old comprehensive system - the following observations are made: 1) It is alleged that some teachers are indulging in favoritism and discrimination. This charge could equally be, and was, levelled even when the old system was followed, with the addition that money was also involved. 2) It is also alleged that some teachers force tuition on students and make money out of it. The question does arise: when this practice was not in vogue? The new system is good insofar as it makes both the teacher and the taught work hard. The complaints against the semester system are pouring in either from some lethargic and disinterested students or from parents who want their wards to get degrees/diplomas without much labor.

88. MIRZA, Mudassir. Imtehani Parchay (Examination Papers) --- Jang (Rawalpindi) May 16, 1980 (U).

Examinations are not properly planned in our colleges. As a result, regular classes are badly affected. These colleges are often declared the center of examinations. Due to this fact, studies could not be continued for the whole academic year and the courses remained incomplete. When the courses are not complete, the students complain, that the questions in examination papers are out of course. What is more, students resort to unfair means. It has also been observed that examination papers are leaked out before the schedule date of examination. It is pointed out that the question paper setters should set only such

questions which have been taught to the students. It is also suggested that only the teachers should be appointed as invigilators in examination halls, the same colleges should be made the centers for examinations, where the students are enrolled. In order to eliminate unfair means, teachers' cooperation is essential.

89. MURTAZA, Matiur Rahman. Semester Sistam Ki Nakami (Failure of Semester System) --- Akhbar-e-Khawateen (Karachi) June 1-7, 1980 (U).

Semester system has failed both in the Punjab University and the Karachi University. The general opinion is that, this system is not suited to the teaching system of the country. Due to this system, many problems have cropped up specially with respect to the relationship between the teacher and the taught.

In practice, the semester system is in vogue in the University, but the standard and checking of papers is quite different. According to this system, the pass percentage is 48, and the grades are given accordingly. While in the old system 33% was meant for the third division and 45% was meant for second division. The result is that every year the number of first divisioners is increasing. This has greatly deteriorated the standard of education. This is the reason, the teachers want the withdrawal of the semester system. In the conditions prevailing in Pakistan, the old system of examination is obviously preferable.

90. RIZVI, Asghar Abbas. Imtehani Marakez (Examination Centers) --- Jang (Rawalpindi) June 19, 1980 (U).

The apprehension is baseless that the use of unfair means would increase if the same colleges, where the students are studying are made the centers for examinations. A student who is meritorious and laborious will always work hard to achieve distinction in examinations. He will never be induced to adopt unfair means. Similarly a college, which is known for its good results and discipline will take care of its reputation. All apprehensions expressed, are baseless. Since the teachers know fully well their students, their assessment of merit cannot be questioned. They also know who are going to use unfair means and they will be vigilent to check unfair means. So the decision will improve the system of examination and eliminate the adoption of unfair means.

91. SIDDIQI, Hafizur Rahman. Imtehani Marakez (Examination Centers) --- Jang (Rawalpindi) June 9, 1980 (U).

It has been suggested to the Intermediate Board of Karachi to make same colleges centers for intermediate examinations, where the students study. This suggestion is under active consideration by the Board, and that a three-member committee has been constituted to consider it. If the suggestion is implemented, the following disadvantag s are likely to affect the education: 1) Majority of students will make efforts to pass the examination with the help of unfair means. 2) Students, who are laborious and work hard to achieve distinction, will not do so. Instead they will also try to indulge in unfair means. 3) The teachers, who are also the invigilators, will be under great pressure. 4) Students will resort to violent methods for using unfair means. 5) The importance of certificate by the Board or University will be of no value in these conditions.

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